

Conference Program

Thursday, October 30th

Registration	7:30 – 8:30	Hotel Lobby
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Breakfast

Publisher Exhibits

General Session	8:30 – 10:00	Salons D & E
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Welcome Suzy Myers, *KATE President*

Introduction Kelly Frederick, *Co-Conference Chair*

Keynote Speaker Dr. Howard Pitler

ELA, Technology, and the Twelve Touchstones of Good Teaching: How can you leverage the power of today's technologies to engage your students and get them so excited in ELA that they risk getting in trouble because they are running through the hallways to get to your class early? What are the technologies that might give you a "hook"? What are the 12 Touchstones of Good Teaching? Be sure to bring your smartphones, tablets, or phablets and find out.

Concurrent Sessions A	10:15 – 11:15
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A-1 Salon 1

Success for All Future English Teachers: A Snapshot of Kansas ELA Education Programs

Dr. Katherine Mason, Dr. Kevin Kienholz, Dr. Vicki Sherbert

In this roundtable discussion, English Education faculty from across the state are invited to share their current practices and program requirements, as well as pose questions/learn from their peers at other institutions. Questions that will guide the discussion are: What does your English Education Program look like in terms of courses, assessments, and field placements? What new/innovative practices have you implemented (or would you like to implement) in your courses, assessments, and field placements? How do you plan to enhance your program to meet the new state licensure standards for English teachers (if those standards have been released by KSDE at the time of the conference)?

Attendees are encouraged to bring hard copies (or share electronic copies) of course work, syllabi, major assessments, etc. from their English Education programs.

A-2 Salon 2

Writing in the ELA Summative Assessment

Suzy Myers

Changes are coming to the Spring 2015 ELA Summative Assessment. This session will outline the changes taking place, specifically with respect to the writing component of the ELA Summative Assessment. The presentation will outline reasons and rationale for the changes, and will highlight future opportunities for a focus on formative assessments in writing.

A-3 Salon A

Real World Readiness - Senior Project

Amanda Garcia

The goal of this presentation is to give teachers a project to provide for seniors that gives them the opportunity to accomplish reading and researching, writing, speaking and presenting, and actively communicating within their communities. The students will be able hold a stake in their own learning and retain responsibility of their "out of the box" ideas. This project gives seniors the opportunity to see the real world from a new perspective as well as prepare to enter college or the workforce. This project can be used as a final project during the senior year, or it can be modified and used for other grade levels as well.

A-4 Salon B

iPlan for iPad Implementation

Brent Matthew Wolf

Is your classroom or school becoming inundated with iPads or tablets? This session will focus on organizational strategies for successful technological implementation. Come and receive over 100 resources (some already pre-made) for a technology-rich ELA classroom.

A-5 Salon C

Icebreakers, Teambuilding, & Brainbreaks: Using Collaborative play to foster positive learning

April Pameticky

Teambuilding, icebreakers, and collaborative challenge can be used to foster a positive and engaging learning environment. These kinds of activities are sometimes erroneously seen as squandering of educational time. But often, the "sacrifice" in instructional time is made up in active and willing participation by students. Come prepared to engage in several activities that can be modified for use in a variety of levels and classrooms. We'll focus in on: The Big Wind Blows, Find Someone Who, Chocolate River, QQT, Circle Ball Toss, and many others.

A-6 Topeka Room

Rethinking Language Arts & Crafts

Kathy Whepley and Allie Ekeler

Do the science teachers in your life make fun of the creative projects you use with students? Do you see cool projects posted in the hallways by other teachers and wish you could do the same? Are you just looking for a way to change up assessments, challenge students, and give them the opportunity to think and express themselves more creatively? This presentation will look at a variety of creative projects (aka Language Arts & Crafts) that are rigorous, literary, and engaging. The projects can be

adapted to a variety of student abilities to assess their basic knowledge as well as their critical thinking abilities.

Concurrent Sessions B

11:25 – 12:25

B-1 Salon 1

Rejuvenating the Classroom: Creative and Engaging Instructional Strategies

Casey McCord and Jessica McRae

During this collaborative session, teachers will engage in the sharing of creative instructional strategies/methods for the 6-12 classroom. Participants will be encouraged to share personal teaching experiences in this round table discussion; this can include creative lesson plans, effective teaching strategies, engagement ideas, etc. Presenters will address personal areas of concern in the English classroom (reading, writing, vocabulary, etc.) and also share effective strategies that have worked in previous semesters including project-based learning activities. Participants will leave with new ideas to bring back and implement in their own classrooms.

B-2 Salon 2

Creating the High School Writing Center: Empowering Teachers and Students

Melanie Burdick, Kate Scarbrough, and Laura Lyons

Writing Centers have been a regular addition to post-secondary institutions since the 1970's and 80's. Recently, high schools have also found creative ways to start and utilize writing centers. When successful, writing centers can cost very little but prove to be a great resource for teachers and students. As high school English teacher Richard Kent explained in his book, *A Guide to Creating Student-staffed Writing Centers Grades 6-12* (2006), because of his school's writing center, his "role changed from corrector to writing coach." Students' roles and experiences with writing are similarly transformed.

The presenters in this session will discuss different models of high school writing centers and guide participants to consider the best models for their contexts. Presenters include: a high school English teacher who helped start a writing center in her school last year; a high school curriculum coordinator who has overseen her school's writing center for three years; and a college instructor who has partnered with area high schools' writing centers as sites for service learning experience for her advanced composition courses. This session will provide a little bit of writing center theory and a lot of practical how-to's for starting and supporting a writing center in your school.

B-3 Salon A

Career and Technical English : A new look at students' needs for the future.

Amie Avery

We work with an entirely different group of students than when we were in school. College is no longer the accepted future of our students. Technical schools and training programs are experiencing a huge rise. With this in mind we need to start looking at the way we teach Junior and Senior English in a different light.

With the KCCRS goals at the forefront, and my students in mind, I developed a new class for seniors to take. I have taken the Common Core Standards and have adapted them to correlate with career readiness skills. Activities consist of goal setting, current event reflections, technical vocabulary words, appliance manuals, car manuals, building instructions, resumes, cover letters, work reports, personal reports, letters to clients, supply lists, LinkedIn accounts, research over a specific field, and cross-circular work with Agriculture, Building Trades, Business, and FACS. I will share the ideas and technology of the class and how to address our students who have completely checked college off their list. We will have discussion and sharing of ideas in order to get a complete grasp on what this class will look like. I will also distribute proposals and information on how to sell this class to your respective school boards.

B-4 Salon B

Digital Literacy: Creating Interactive, Authentic Writing and Discussion

Jennifer Bailey and Andrea Voran Coonce

In their article published by NCTE “No Longer a Luxury: Digital Literacy Can’t Wait,” Troy Hicks and Kristen Hawley Turner provide a dramatic call to action for English teachers: “We must advocate for digital literacy, not just technology, in a way that reconceptualizes our discipline. We must dump the dittos, throw out the workbooks, and remix our teaching for a digital age” (61). Furthermore, they insist that “We want—or, rather, we need—today’s students to critically consume information, to create and share across time and space...” When English teachers reimagine the writing process and provide an authentic audience we can help students harness the power of digital literacy in all forms: textual, auditory and visual. With more schools implementing 1:1 device initiatives, the time is now for digital literacy.

Two English teachers from Valley Center High School, one with two decades of experience and one with two years of experience, have implemented blogs and Google docs in their classrooms and have witnessed the benefits firsthand. In this presentation, they will share their experiences on why these tools are unparalleled tools in the English classroom and how to use them effectively.

B-5 Salon C

The Power of Discourse: Engaging Students by Activating their Voices

Eileen Wertzberger

Engaging students in our content begins with empowering students to find their voice as they become citizens of the world. This presentation will focus on how to engage students in productive discourse as a way of learning not only our content, but also in helping them understand why our content is important to their lives. I will share strategies and resources for implementing student-centered activities such as Harkness Discussions and Problem-Based Learning (PBL) projects, in order to foster student autonomy in their learning.

B-6 Topeka Room

Build-a-quiz and Beyond: Rethinking Student Involvement in Assessment

Alyssa Dawson

The new assessments based upon the Kansas College and Career Standards are upon us—between the bugs and the mistakes, teachers are concerned by what is on the assessments and how students will get through them. We spend so much time assessing students that we forget: they can help us!

Additionally, many teachers are terrified by the increase in the grading load that KCCR seems to promise with its open-response questions.

English teachers are having to rethink the way they assess--multiple choice and True/False questions aren't cutting it anymore, and students are made to think more deeply and critically by their new state assessments. So, how do we, as teachers, prepare them for those assessments? Not by rote memorization, not by drill-and-kill practices, but by giving students a higher level of involvement in their own assessment. It's not a new idea, but it's needed more than ever before: students need to take charge of their own learning in order to show the depth of their abilities.

In this session, get ready for some strange, possibly scary, creative, and practical ways to assess students in the ELA classroom (with their help, no less!). I promise you'll leave with a bag of tools that will help to lighten the load, and make the transition easier--and I can almost guarantee your students will like it, too!

Luncheon	12:35 – 2:00	Salons D & E
Welcome		Suzy Myers, 2014 KATE President
KATE Membership/Participation		Stacy Chestnut and Steve Maack <i>Second Co-Vice Presidents</i>
Introduction		Kelly Frederick, 2014 Co-Conference Chair
Luncheon Keynote Speaker		Sarah Bagby

Concurrent Sessions C	2:15 – 3:15
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C-1 Salon 1

Your State Affiliate of the National Council of Teachers of English: KATE's Possibilities and Potential

Katherine Mason and Suzy Myers

As the Kansas Association of Teachers of English (KATE) engages in ongoing assessment of its activities, communication practices, member benefits, and recruitment efforts, the 2014 KATE Conference offers a valuable opportunity to begin a dialogue with conference attendees and KATE members regarding these and other topics.

In this roundtable discussion, members of the KATE Executive Board will ...

- Discuss opportunities and benefits of KATE membership
- Share findings from their research on other state affiliates' accomplishments, activities, member benefits, and recruitment efforts
- Invite session attendees to share their ideas, suggestions, and questions about what KATE offers its members and the larger community of English teachers across the state

Findings from this session will be presented to the KATE Executive Board at the next board meeting for further review and action.

C-2 Salon 2

Renew Your Love of Writing

Beth Gulley

Too often, English teachers spend so much time working with their students that they don't make time for their own writing. If that applies to you, join us to renew your love of writing and reconnect with your inner poet. In this session, participants will be invited to share their favorite writing prompts, find inspiration from poetry forms and journal prompts, and renew their own love of writing by spending time doing it. At the end of the session, participants will have the opportunity to share their writing with the group.

C-3 Salon A

Making it Stick: Communicating Ideas and Information to Students in a Manner to Maximize Engagement and Retention

Kevin Studer and Grant Seymour

The concepts for this presentation actually come from a management textbook, *MAKING IT STICK* by Chip and Dan Heath. It largely expresses aspects of information, instruction, and communication that help subordinates learn and retain the most vital aspects of instruction. It largely deals with how to shape an instructional message for more successful results. I have used some of these techniques thus far in the classroom with positive results.

C-4 Salon B

Differentiating with iBooks Author

Justin Bell

I will be showing how iBooks Author can be used to create teacher editions of textbooks. The goal can vary based on the available technology in the classroom. If the teacher has an iPad but the students do not, then the teacher edition of the text is a handy place to keep all your notes, questions, links, media, and pictures that help make the text more accessible. Meanwhile, if your class has students with iPads, then this program opens the doors for true differentiation. You can create different texts for different level learners. You will not need to be rooted in one place with either the lower or higher-level students. Instead you can move more freely from student to student because all your resources and insights are already in one place. Also, due to the interactive elements, you know it will not be a passive experience.

C-5 Salon C

Musical Links to Critical Thinking

Lori Stratton

I will work with participants on how to incorporate music/lyrics in their instruction in order to motivate students while teaching critical thinking skills. Participants will also learn how to use music to differentiate instruction. We will start by developing themes from selected songs - participants will write and share themes. We will then move on to writing compare/contrast prompts by choosing two related yet slightly different songs. We will also take an in-depth look at the lesson plans and ideas offered on the Rock and Roll Hall of Fame website. If time, participants will brainstorm ways to use music to create critical thinking opportunities with their students.

C-6 Topeka Room

Partnerships: Exploring Connections between High School and Higher Education

Andy Anderson

The public is demanding efficiencies in education. These expectations pose challenges and opportunities for high schools, community colleges, and the regent universities, and are being played out in a variety of programs. During this session we will look at developments in dual credit/concurrent enrollment partnerships, Kansas's Board of Regents' core outcomes project, and KBOR efforts to reach their Foresight 2020 Goals. In this session I would like to explore ways to promote more effective collaboration between high schools and colleges.

Concurrent Sessions D

3:25 – 4:25

D-1 Salon 1

Facing the Joys and Perils of the First Year of Teaching: A Roundtable Discussion

Amber Carithers, Chris Sanabria and Michael Thompson

Grab your heavy duty deodorant! It's the first year of teaching and in your first day you experience every emotion humanly possible. Join our team of teachers who will share their different experiences from three districts with three points of view. No sweat required.

D-2 Salon 2

Teachers modeling analytical writing: developing student analytical writing skills for studying literature

Jeff Roper

Teachers modeling analytical writing skills in poetry, prose, and novel analysis. This workshop will provide several ideas and strategies on how teachers can model the critical analysis process in order to show students how they can improve their critical analysis of literature as well as their own essay writing. This seminar will be of direct help not only for teachers of AP lit and comp or language classes, but helpful as well for regular junior and senior level students.

D-3 Salon A

History and KCCRS--A Perfect Fit

Marcia Fox

Using classroom materials from the Kansas Historical Society participants will learn to integrate KCCRS and the HGSS standards. Participants will work in groups to analyze the materials, choose a standard and benchmark from Social Studies and integrate reading, writing, speaking and listening skills into a lesson. Materials provided will include Read Kansas! lessons and other primary sources from Kansas Memory which will help to expand the lesson.

D-4 Salon B

Shaking Up How We Approach Shakespeare

Justin Bell

Frequently, English classes use the time-honored tradition of calling on students to take part in Shakespeare by reading the play together, frequently stopping to paraphrase, watching a movie in its entirety, taking tests, and maybe completing projects. This method, though, runs counter to what we know about how struggling readers learn. Struggling readers spend a lot of their brain power trying to make out words and sentences, which leaves little left for comprehension. With Shakespeare the majority of students suddenly become struggling readers. Too frequently, though, we start small and decipher bit by bit, which makes the experience largely passive.

Instead, I propose a variation on an alternative method. First, students watch and follow along for two acts at a time with Shakespeare in Bits. This app has scrolling text, words that can be pressed to show a more modern translation, and minimalist animation that does not excessively distract from the text. Second, once the students have the big picture in mind, they annotate the key speeches in those two units. Now they have the needed information to focus on comprehension of the most important parts of the play. Third, they put together group skits to demonstrate their comprehension on another level. In this part, you can differentiate by having upper-level students adapt the scene to a different time, place, circumstance.

The session will involve showing the free limited app version, annotating key parts, and putting it together in a skit.

D-5 Salon C

Small Group Performance Poetry

Mimi Rainen

Attendees will receive detailed directions and sample poems for staging all types of poetry appropriate for all age groups. Fourteen years of experience with this engaging but simple lesson has proven that students do enjoy learning about and performing poetry. Be ready to participate!

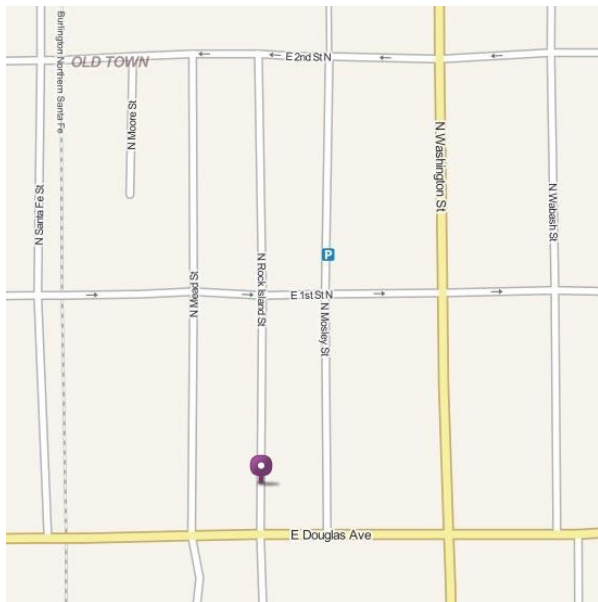
D-6 Topeka Room

SPEAK UP: The Power of Using Spoken Word in the Classroom

Annie Heidersbach Flurry

Before there were Apples and Blackberries, Google Drives and blogs, there was a piece of paper, a pen, a poet and a microphone. This session will demonstrate specific lessons for using Spoken Word poetry in your classroom. Come to find out how to inspire young voices to write their own pieces for performance as well as how to set up classroom, school wide and district poetry slams. Because everyone has something to say!

The KATE Executive Board cordially invites you to experience Wichita's Old Town by joining us at Public at the Brickyard, located at 129 N. Rock Island Road, Wichita, Kansas 67202, 316-263-4044. Please take advantage of this opportunity to meet English teachers from around the state, and to discuss pertinent ELA-related topics, or simply get to know each other. A special cocktail and BBQ appetizers will be provided, and a cash bar will be available for your enjoyment. If you would like to attend the reception, please consult the map and directions on page 14. And don't forget your reception ticket!



Directions to Public at the Brickyard:

Start out going **east** on **E Corporate Hills Dr** toward **S Webb Rd**.

Turn **right** onto **S Webb Rd**.

Take **E Kellogg Ave/US-54 W/US-400 W**.

Take the **Washington Ave** exit.

Turn **right** onto **S Washington St**.

If you are on E Dewey St and reach S Eldora St, you've gone a little too far.

Turn **left** onto **E Douglas Ave**.

Five Guys Burgers and Fries is on the corner.

If you are on N Washington St and reach E 1st St N you've gone about 0.1 miles too far.

Take the 2nd **right** onto **N Rock Island St**.

N Rock Island St is just past N Mosley St.

If you reach N Mead St you've gone a little too far.

129 N ROCK ISLAND ST is on the **left**.

If you reach E 1st St N you've gone a little too far.

Friday, October 31st

Registration

7:30 – 8:30

Hotel Lobby and Salons D & E

Publisher Exhibits
Continental Breakfast

Opening General Session

8:15 – 8:45

Salons D & E

KATE Introductions

Suzy Myers, *2014 KATE President*

Officer and Executive Board Installation

Jeff Roper, *Past President*

Concurrent Sessions E

9:00-10:00

E-1 Salon 1 Poster Presentations

Pecos Bill & Other Wild Tales: Utilizing Literacy in Cross Curricular Instruction

Amanda Lickteig

This poster presentation will highlight the benefits of cross-curricular instruction by showcasing an American Folklore Unit co-taught by a middle school English language arts teacher and a middle school social studies teacher. Connections to the social studies content will be noted, but this presentation highlights the ELA teacher's perspective by sharing the Common Core Standards addressed as well as the print materials (stories and handouts) and media used with the language arts students throughout the unit.

Using New Literacies in the 21st Century to Promote Traditional Literacies

Erin Marie Meyer

This is a poster presentation over digital book chats used by pre-service educators at Kansas State University. Senior undergraduate elementary educators created multiple book chats/talks using technology and tools in the 21st century classroom. The purpose was to promote traditional literacies using new literacies and 21st century skills. The goal of this poster is to allow elementary through university educators ideas and ways that 21st century tools can be used to promote traditional literacies to engage students in reading. In addition to a poster, there will be digital media devices showcasing student work samples created during the research project.

Heartland Committee to Promote Lifelong Reading

Cameron Briscoe

This poster session will feature the Heartland Committee's recommendations for current Young Adult literature. The Heartland recommendations are sponsored by The Writing Conference, Inc. www.writingconference.com/heartlan.htm

How to Write a Presentation Proposal

Elaine Klinkick and Kelly Frederick

If you've ever sat in a presentation and thought, "I could do that," this poster session is for you! Find out how to write intriguing titles and presentation abstracts that will get your session idea included in a conference program AND your room filled with eager participants.

E-2 Salon 2

Voices of Kansas

Nathan Whitman

Voices of Kansas is the newest journal to be published by the Kansas Association of Teachers of English. Formerly known as the Young Writers and Younger Writers journals, *Voices of Kansas* is a reinvented journal that seeks to publish the written and visual expressions of young persons in Kansas in grades 3-6 and 7-12.

The program will provide the unveiling of the logo, publication standards and themes, project timelines, a question and answer session for attendees, and a suggestions session regarding the journal. It is our hope that this newly envisioned journal will draw more members to KATE and engage the organization's members beyond the yearly conference by providing it as a resource readily available to teachers and members via digital distribution and by incorporating lesson plans aligned to the College and Career Readiness standards for editor's choice entries. Students and teachers have the chance for publication and to have a voice beyond their classrooms.

E-3 Salon A

Building instruction for authentic learning

Suzzy Myers

This session will highlight a process recently developed by Kansas educators to help teachers from all disciplines build sets of resources focused on specific learning tasks. Information about the development of the process, an overview of the process itself, and sharing of possibilities for future use of the model will be highlighted.

E-4 Salon B

Social Media: A Thriving Professional Learning Community

Micki Fryhove

The goal of this presentation is to help teachers, professors, and administrators see social media through an educator's lens. Social media has a plethora of learning opportunities available to educators everywhere once you know where to look. In this session, we will explore ways to connect with other educators through various outlets and embrace the larger professional learning communities that exist within.

E-5 Salon C

Listening and Speaking Activities for the 21st Century

Curtis Chandler

With the implementation of standards for College and Career Readiness, teachers must help students develop the ability to construct knowledge through conversation and to improve their listening and

discussion skills. This session is designed to surveys a number of activities that help to transform classroom discussion and thinking.

E-6 Topeka Room
Rethinking the Questioning Process

Stacy Chestnut and Natalie Skidmore

What is the goal of a question in the classroom? We know that questions are essential to the learning process, but what kind of a question? How do we assess what students understand and what they don't? How do we keep students from merely repeating what they think we want to hear? Let's rethink the questioning process and discover what we might do differently if we were asked.

Concurrent Sessions

10:10 – 11:10

F-1 Salon 1
Immigration in Young Adult Literature

Kelly Cook

Propose to focus on young adult fiction with immigrant protagonists, specifically selecting this genre because identity formation is a crucial part of adolescent life. The Young Adult Fiction with immigrant protagonists can serve an important role in reaching immigrant youth, who may appreciate reading about characters portrayed as having gone through similar experiences as they have. And this fiction can also serve to educate native-born youth about what their immigrant peers' lives were like.

F-2 Salon 2

Room reserved for Community Poetry Project participants.

F-3 Salon A
Rethinking How We Teach Second-Language Learners

Cheryl Hofstetter Duffy, Wen Xin, and Linda Thomasson

This three-part presentation will cover 1) universal strategies for promoting success among second-language learners we welcome into our classrooms , 2) specific strategies for understanding and teaching Chinese students in particular, and 3) strategies for addressing plagiarism and academic dishonesty. Cheryl Duffy has taught countless international students as well as students from immigrant families over the course of her many years in the classroom. (Okay—"many" = 33!) Wen Xin is himself a Chinese international graduate student at FHSU who knows firsthand and has researched the differences between composition teaching in China and in the U.S. Linda Thomasson, another English graduate student, has recently taught in the ESL program at FHSU and—sadly—has firsthand experience dealing with the complexities of academic dishonesty. Participants will gain from our experience and share their own experience as well during time allowed for discussion at the conclusion of this session.

F-4 Salon B

Teaching With Tablets: Using iPad Apps in K-12 Education

Amanda Lickteig

This presentation draws upon current research on 21st century literacies and tablet technology and will introduce participants to a selection of free iPad applications (apps) with connections to the K-12 language arts classroom. After brief synopses and demonstrations of the iPad tools introduced, participants will be given time to explore the apps presented and make connections to their own schools, classrooms, and students. *To fully experience this presentation, participants will need to have an existing Apple ID and password and an iPad.

F-5 Salon C

Writing and Content Integration

Bryan Anderson

This session is adapted from the KSDE "Deep Dive Summer Academy". It focuses on content integration through various writing activities.

F-6 Topeka Room

Command, Control and Conquer Your Classroom

Ashley McCormick

Are discipline problems devouring your precious teaching time? Do you find yourself reacting instead of responding to problem students? Then this seminar is for you. You will be given practical concrete strategies that will turn difficult students into allies and will reduce your time spent on discipline so you can have more time to teach.

Hotel Checkout and Publisher Exhibits

11:10 – 11:30

Concurrent Sessions G

11:30 – 12:30

G-1 Salon 1

Poetry Out Loud

Roundtable

G-2 Salon 2

Mind the Gap: Easing the Transition Between Secondary and Post-Secondary Writing Programs

John Ritchie

Ongoing research shows that students must jump a gap of when they cross from high school writing expectations to university writing expectations. This gap has several causes including differing perspectives on the role of literary analysis, the lack of a consistent emphasis upon writing in departments, and the lack of communication between universities and high schools. Initiatives such as the Kansas College and Career Ready Standards and dual credit programs are helping to close the gap, but they are only as effective as their implementation. This presentation will highlight the issues

and most promising solutions for helping students bridge the gap between secondary and post-secondary writing. The presentation will also offer time for moderated discussion among attendees on the effectiveness of ongoing initiatives.

G-3 Salon A

The Courage to Speak: The Power of Identity Stories in the Classroom

Jeremy Gulley

Students are looking for mentors, and often turn to their teachers to fill this role. LGBTQ students, especially, need positive mentors to help them navigate the world and find strength and understanding of themselves and their worlds. Multicultural Education classes are one way pre-service teachers learn about how to positively handle difference in their classrooms. The more stories future teachers hear the more prepared they will be to effectively handle difference in their classrooms. The aim of this presentation is to show the benefit of what we call “Identity Stories” for pre-service teachers by focusing on how Daniel, a student who identifies as trans-gender, shared his story with his classmates. Daniel not only shared his story during his class session, but continues to visit classes and conferences and speaks on behalf of the LGBTQ community. Through a dialogue with Daniel and the instructor of his multicultural discussion group, Jeremy, and by using data collected from a multicultural education class Daniel spoke with, we will show that using Identity Stories of real people is beneficial and essential to pre-service teachers. Identity Stories allows students to hear firsthand experiences of individuals rather than clinical definitions and research, they also help to create safe spaces where students feel free to express themselves on a more than superficial level.

G-4 Salon B

Twitter: Not Just Selfies and Food Pics

Nicole Cisneros

Technology, especially social networking services, are rapidly becoming the number one source for news, staying connected, and keeping up to date from everything from events to sales at a favorite local store. Students in today’s classrooms know these platforms exist, and use them for all the above-mentioned ways and more. In order for teachers to continue to “stay connected” we need to become more comfortable with these platforms and use them to provide classroom news, connect with new and old students, keep students up to date, and promote school and community events. This presentation will provide a cursory overview of Twitter, and move into strategies on how Twitter can be used for extending the classroom, professional development, promotion, and connecting to students on an individual/group basis.

The presentation will begin with an interactive portion that addresses what the audience “thinks” Twitter is. Common beliefs will be addressed and either debunked or affirmed. Twitter can be used in a constructive capacity, but our students usually are not aware of this. Not only is this a chance for teachers to connect with students at their level, but also to teach digital citizenship. The next section will consist of how to use Twitter to connect, extend, promote, and learn. The presentation will consist mainly of screenshots of the presenter’s teacher Twitter, which will address all four before mentioned sections. The presentation will end with an interactive portion where educators can ask or address any concerns they may have or problems they see arising from this new type of interaction, and finally a brainstorming portion about how each educator could use their own Teacher Twitter to help them in their classroom.

G-5 Salon C

On Seeing: Teaching Students to Learn in Color Within A World of Black and White

Megan M. Springs

My central goal is to present a new way of thinking about learning in reference to Annie Dillard's essay, "Pilgrim at Tinker Creek." I plan to highlight connections that I have made between Dual Coding theory, current literacy deficits for students in secondary education, and Dillard's perspective on "seeing" in order to discuss creative ways to engage students in the classroom. My presentation will consist of lecture, discussion, power point slide show, and hand outs. The audience will participate in open discussion and one literacy strategy during the presentation.

G-6 Topeka Room

Nonfiction: Unlocking Creativity and Critical Thinking

Maureen Corcoran and Amy McCormack

This presentation will share effective teaching strategies for engaging students in learning the reading informational text standards. The session will model how to use some of the strategies in mini-lessons. The ultimate goal of the session is to help teachers tackle the attitude that nonfiction is boring and to understand how teaching students to think critically about informational text can unlock creative possibilities. The format of the presentation is modeling, exploration, and discussion. Participants will interact in small and large groups to explore and discuss the resources presented.

Luncheon

12:40-2:00

Salons D & E

Suzy Oertel

President

Elaine Klincik and Kelly Frederick

Co-Vice Presidents and Conference Chairs

Dr. Katherine Mason

Secretary

Jeff Roper

Immediate Past President

John Ritchie

Senior Past President

Luncheon Keynote Speaker

Taylor Mali, spoken word poet